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ABSTRACT

This computer skills curriculum guide contains activities for the public schools of North Carolina; these lesson plans are designed specifically for grades 2-8 and focus on word processing. Lesson plans for each grade include a list of materials needed, lesson time, teacher preparation activities, outline of activities, including follow-up and extension activities, and instructional measure. For each lesson, communication, computer and information skills objectives addressed are outlined as well as science, social studies or mathematics skills. Worksheets are also included with the lesson plans. (AEF)

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ED 405 804

Word Processing

Computer Skills Curriculum

Terms

Word Processing
Cursor
Load
Retrieve
Enter/Return
Save
Print
Find/Search
Replace
Edit
Delete
Desktop Publishing
Fonts

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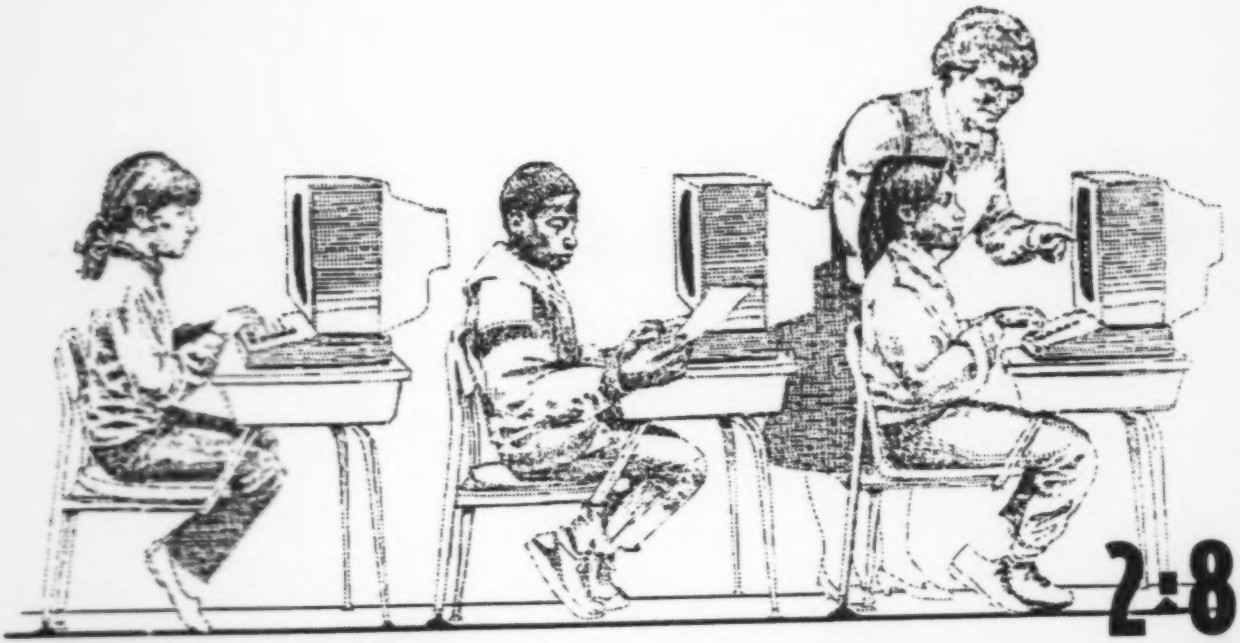

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TITLE: NC Computer Skills Curriculum Lesson Plans

BY: Instructional Technology (formerly Computer Services Section)
Public Schools of North Carolina

DATE: 1994-1995

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

2

Title: Zap It!
Grade: 2
Competency 2.4: Identify word processing terms (e.g., word processing, cursor, load, save, print).
Measure 2.4.1: Given a list of word processing terms, circle the correct term as the teacher describes or models each term.

Objectives Addressed by This Lesson

Communication Skills
2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 2)
2.4 Identify word processing terms (e.g., word processing, cursor, load, save, print).

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Materials Needed: Computer with LCD palette and overhead projector or connection to a large TV/monitor; word processing software, 2 sets: large and small cards with word processing terms; *Zap It!* worksheet (included).

Time: Three, fifteen minute sessions; repeat as necessary.

Activities

Pre-Activities:
Teacher Preparation

1. Plan to introduce the vocabulary for this lesson in three separate activities:
   One session:
   word processing- A process using a computer to input, edit, and output text; a computer application that resembles typewriting but allows instant correction of errors, moving text to different locations, and other editing functions.

   cursor- A highlighted or bright sometimes blinking line or other mark that shows where the next letter or character will appear. Sometimes the cursor is a special picture or icon.

   One session:
   save- To store a file on diskette or hard drive for future use.

   load- To enter a program or file into a computer's memory.

   One session: (Also, review all terms.)
   print- To produce a copy of the document onto paper, computer screen, or diskette.

2. Plan to use a computer, LCD palette or large monitor and a word processing program for these activities.

With the Students

1. Discuss with students the ways a computer can be used (i.e., games, to help learn new skills, writing).
2. Type the list generated by the students as they give it to you.
3. Ask the children to describe what you're doing and introduce the concept of a word processor. Emphasize that you are using word processing software to type their list of computer uses. The teacher should state that word processing software is used for writing.
4. Point to the cursor and explain why it is important and its use.

TERMS

word processing
cursor
load
save
print

WORD PROCESSING

Notes:

5. Give students an opportunity to type in their names. Introduce the concept of saving a file, then save the file in use. Call it *Names*.
6. Shut down the computer. Ask students to tell you what they think happened to their name list. Introduce the concept of loading a file. Then load the file called *Names*.
7. Print the *Names* file for the students to see. Ask them if the list is the same or if it changed any.
8. Review all terms.

Activity:

1. Divide the class into relay teams.
2. Have two sets of word processing terms printed on cards at the front of the room.
3. Each team also has a set of the terms printed on small cards.
4. Call out a term and have the first team member in each relay team "zap" the larger card by sticking the smaller card to the larger one.
5. Students do this several times until they are comfortable with the words. Each team gets a point for each correct answer.
6. Review the meaning of the terms.
7. Read the definition of a word processing term, letting team members run to the front of the room with the correct term. Each team gets a point for each correct answer.
8. Repeat the activity until students are comfortable with the word processing terms. You may wish to do this activity several times during a week.

Follow-up:

1. In small groups, a student plays the role of teacher to describe a word processing term and the students name the term. This activity is repeated until all students have had a turn "being the teacher."
2. Given a list of recent classroom activities, have the students put a check beside the ones that they could do, using word processing software.

Measure

Tell students that they are going to review the word processing terms that they have learned. Pass out the worksheet of word processing terms. With the terms on a worksheet, describe a word processing term. Give students time to identify the correct response by marking a "z" across the term that matches the description. The teacher should reteach and provide additional practice as necessary.

Terms:

1. word processing
2. load
3. print
4. cursor
5. save

Title: Zap It!
Grade: 2
Competency 2.4: Identify word processing terms (e.g., word processing, cursor, load, save, print).
Measure 2.4.1: Given a list of word processing terms, circle the correct term as the teacher describes or models each term.

Student Name: _____ Date: _____

Directions: Listen to your teacher's description. "Zap" the answer by marking a "Z" across the term that matches the description. Be sure to listen before you "zap" your answer. Raise your hand if you have trouble reading a term.

1.	word processing	cursor	load
2.	load	save	print
3.	load	save	print
4.	word processing	cursor	load
5.	load	save	print

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

2

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 2)
2.5 Demonstrate beginning word processing techniques of entering selected home row words, saving, printing, and retrieving text.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Title: Home Row Rhymer
Grade: 2
Competency 2.5: Demonstrate beginning word processing techniques of entering selected home row words, saving, printing, and retrieving text.
Measure 2.5.1: With a word processing program loaded on your computer, type the following words: sad, dad, had, glad, fad, fall, hall. Print your work and save it. Retrieve your work to be sure that your work was saved.

Materials Needed: Wall chart of computer keyboard and paper keyboard charts for students; access to computer lab or computer in classroom with word processing software; *Home Row Rhymer* data diskette (included); big book software (optional).

Time: Four, fifteen minute sessions; provide additional time as necessary to become familiar with home row keys.

Activities

Pre-Activity:
Teacher Preparation
1. Plan to let the students work in pairs at the computers.
2. Prepare data diskettes with words made of letters from the home row keys. (A data file is provided with "home row" words.)

With the Students
1. Tell students that they are going to work on a language activity using rhyming words and practice their computer skills.
2. Give students a word made of letters from the home row keys (e.g., lad, fall, gag) and elicit rhymes from them.
3. Divide students into pairs.
4. Have them brainstorm for five to ten minutes to list as many rhyming words as they can. Rule: All letters must be from the home row keys.
5. Using individual paper keyboard charts, have students practice "typing" their word list.
5. Have students share some of their rhyming words with another team.

TERMS

word processing
home row keys
save
print
retrieve
load
file

Activity: (in the computer lab)
1. In pairs, review the home row keys with students by having the students find the letters as you call them out. After a specified time period, have partners switch. (The partner, not typing, should watch the screen as the other partner types.)
2. In pairs, have students enter as many words as they can that rhyme using home row keys. After a specified time period, have partners switch.
3. Have students save their work.
4. Have students load and print a list of their rhyming words to use in the class-

WORD PROCESSING

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Notes:

room as a follow-up activity.

Follow-up:

1. In the classroom, have the teams choose one or two words from their list and make sentences with them. Have students illustrate their sentences.
2. Use paper keyboards in the classroom to practice home row key rhyming words.
3. Make a class book of rhyming words using a word processor. Illustrate the booklet.
4. Using one of the big book programs, prepare and illustrate a rhyming book for kindergarten students.

Measure

Using a word processing program, have students type a given set of home row words: sad, dad, had, glad, fad, fall, hall as the teacher calls out each word. Teachers should monitor students and provide additional practice as necessary. (Teachers may wish to have words on a data diskette instead of saying them aloud. This allows each student to view the word on the screen and work at his/her own pace.)

Extension:

Ask the students to describe whether any of the words have something in common (e.g., word families such as had, dad, mad). Have students make a new list, grouping words that have something in common. Have them highlight or underline the part of the word (in each group) that the words have in common.
Example: had, dad, mad, sad, glad.

Home Row Rhymer

Directions: Type the words listed below. Leave a space between each word.

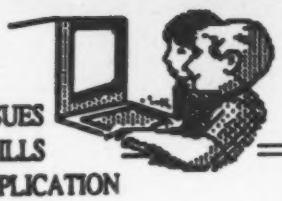
sad had sad had sad had sad had sad had sad had sad had

dad had dad had dad had dad had dad had dad had dad

sad had dad sad had dad sad had dad sad had dad sad had

sad glad sad glad sad glad sad glad sad glad sad glad sad

fall hall fall hall fall hall fall hall fall hall fall hall fall hall



ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

3

Title: Get in the Green
Grade: 3
Competency 2.3: Use a word processing program to load, enter, save, and print text.
Measure 2.3.1: After loading a class journal file into your computer, enter a brief summary of today's activities and save the journal file for the next day.

Objectives Addressed by This Lesson

Communication Skills
2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 3)
2.3 Use a word processing program to load, enter, save, and print text.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Science (Gr. 3)
2.1 Demonstrate the ability to observe.

2.4 Demonstrate the ability to communicate.

2.7 Demonstrate the ability to predict.

3.5 Demonstrate the ability to properly handle and care for living organisms.

Materials Needed: For each student: plastic Ziploc bag, potting soil, lima bean seed, water, thumb tacks, magic marker; bulletin board; chart paper; computers and word processing software, LCD panel or connection to a large screen monitor.

Time: Two sessions, 30-40 minutes each; additional time for observation as bean grows.

Activities

Pre-Activities:
Teacher Preparation:
1. Collect essential materials for each student for bean planting.
2. Format diskettes to use in the computer lab for class journal.
3. If this is not the first journal writing activity, bring diskettes to lab.
4. Make a bulletin board for posting each student's plastic bag.

With the Students:
1. Have a classroom discussion about journal/diary writing.
2. Tell the class that they will be contributing to a class journal.
3. Tell them that this class journal will focus on science activities (or general class activities).
4. Tell them that they will be studying plants and that one activity will be to grow a plant.
5. Generate discussion on what is needed for a plant to grow.
6. Make a chart illustrating the steps to follow to plant a seed.

Activity:
1. Instruct each student to write his/her name on a plastic bag.
2. Have each student fill a bag with potting soil.
3. Provide water and have each student moisten the soil, then plant the lima bean seed at the front of the bag so that it is visible.
4. Attach each bag to a plant bulletin board.
5. Have students observe the growth of their lima bean seeds daily.
6. Provide a special observation and sharing time for students to discuss the progress of their lima beans and other weekly activities.
7. Have students contribute to a class computer journal with the teacher writing possible entries on the board. The class decides which entries will go into the class computer journal.
8. Provide students an opportunity to enter the weekly journal contribution while other students observe.
9. Have students print and save a copy of the journal for classroom reading.

TERMS

word processing
file
load
enter
save
print

WORD PROCESSING

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Notes:

Extensions:

1. Provide opportunities for students to keep personal journals/diaries using a computer. Student-chosen topics are used for these writing activities. Journal writing could be extended for the remainder of the school year with students using the first 5-10 minutes of computer time for these writings. Time should be provided periodically for students to share their journal entries if they wish.

2. Have students keep an individual computer log of observations related to science experiments and activities. The teacher may wish to develop a template to structure recording of information in the computer log.

Measure

Review the bean planting activity as a group. List steps in planting as the students describe them. In pairs, have students load a copy of the class journal file. Each student takes a turn adding a description of the planting activity and saving the file. (Providing several copies of the classroom journal will expedite loading this file for students to add their descriptions.)

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

3

Title: Halloween Tales
Grade: 3
Competency 2.3: Use a word processing program to load, enter, save, and print text.
Measure 2.3.1: Given a story starter file, load the file into your computer and type sentences that complete the story. Save and print the story.

Objectives Addressed by This Lesson

Communication Skills
2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

4.1 The learner will respond to personal situations and events in selections and to personal situations and events.

Computer Skills (Gr. 3)
2.3 Use a word processing program to load, enter, save, and print text.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Materials Needed: Computer with printer; word processing software; teacher prepared data diskette with story starter files; teacher presentation tools (LCD palette or large monitor with computer and word processor or overhead and transparencies or chart paper/chalkboard); *Halloween Tales* data diskette (included).

Time: One session (20-30 minutes) in classroom; one-two sessions (20-30 minutes each) in lab.

Activities

Pre-Activities:
Brainstorming session: Using a computer, LCD panel, and word processor (or chart paper or transparencies and an overhead) have students generate a list of Halloween characters, Halloween descriptive words, and action words.

Teacher Preparation (Between classroom and lab activities)
The teacher will need to enter the story starters on a diskette and duplicate diskettes to be used in the lab before students write their stories (or use the story starter diskette created for this lesson).

Activity I: (Classroom)
1. Divide the students into 3-4 person teams.
2. Have students use the list of Halloween characters, adjectives, and words to create a one sentence story starter for at least three of the Halloween characters.
3. Have each student share at least one of their story starters with the rest of the class. Tell the students that they will have an opportunity to choose a story starter and write a story about their favorite character.

Activity II: (Lab)
1. Students load one of the story starter files, using a word processing program.
2. Students write a draft of their story about a Halloween character, save, and print it.
3. Students receive help with their drafts, make revisions, then print another copy of their story.
4. Teachers reinforce good keyboarding techniques during this activity.

Follow-up Activity:
1. Provide opportunities for students to illustrate their stories.
2. Provide an author sharing time for students to tell

TERMS

word processing
load
enter/return
save
print
file

WORD PROCESSING

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Notes:

what happens to their Halloween characters.

3. Have students or groups make Halloween books to be placed in the reading center of the classroom.
4. Provide students an opportunity to share a copy of their published book by putting a copy in the media center.

Extensions/Alternatives:

1. Have students contribute to a group Halloween story. In the lab, each student could create his/her own ending.
2. Use characters from other holidays as story starters.
3. Have students change the ending of a class-created story.
4. Have students create riddles about their Halloween characters.

Measure

Students should be given a copy of a word processing data file containing a story starter. Direct students to load the story starter file and to complete the story by adding more sentences. Students should be directed to save their story and then to print a copy of it. A sample story starter is listed below.

> It was a beautiful day and the leaves were starting to change color. I was on my way home from school. Suddenly I saw something behind a tree.

Halloween Tales

Directions: Choose a story starter below and complete the story. Use correct spelling and punctuation.

Story Starter #1
It was a beautiful day and the leaves were starting to change color. I was on my way home from school. Suddenly I saw something behind a tree.

Story Starter #2
We were sitting at the table making a poster for class. It was raining hard and the wind was whistling through the trees. Suddenly the lights went out.

Story Starter #3
My best friend didn't believe me when I told her....

Story Starter #4
I was reading my favorite ghost story when suddenly I heard a noise upstairs. Maybe it was the dog playing with my shoes or....

Story Starter #5
Now that it's almost Halloween, one thing that I want to do is....

Story Starter #6
If I could change places with my parents for one day, I would...

Story Starter #7
The best day I ever spent was...

Story Starter #8
One thing that really makes me angry is...

Story Starter #9
I can hardly wait until ...

Story Starter #10
If I had three wishes I would wish for...

Story Starter #11
My favorite pet...

Story Starter #12
If I had things my way I would...

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

4

Title: Eyes on North Carolina
Grade: 4
Competency 2.2: Use a word processing program to edit a paragraph and save changes.
Measure 2.2.1: Given a paragraph on a North Carolina historical site, use editing techniques (e.g., arrow keys and delete, search and replace) to change every "NC" to "North Carolina" and then save the edited paragraph.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 4)
2.2 Use a word processing program to edit a paragraph and save changes.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

2.1 The learner will explore research processes that meet information needs.

2.3 The learner will engage in a research process to meet information needs.

Social Studies (Gr. 4)
12.1 Identify people, symbols, and events associated with North Carolina's heritage.

Materials Needed: Reference materials found in the media center; map outline of North Carolina on bulletin board; general classroom materials (chart paper or overhead projector); word processing software and printer; *Eyes on North Carolina* data diskette and blank data diskettes.

Time: One to two, 30-40 minute class sessions; one, 30-40 minute session in the media lab; one, 30-40 minute session in the computer lab.

Activities

Pre-Activities:

Teacher Preparation

1. Prepare a data diskette with NC sites for the students to use for the measure (or use the data file available for this lesson).
2. Duplicate a sufficient number of diskettes for each pair of students to use at the computer or plan how the data diskettes will be shared in the computer lab.

With the Media Professional

1. Review the pre-activities and the assigned task.
2. Identify relevant sources and discuss the best way to find the types of information requested.
3. Assist students as necessary with their research.

With the Students

1. Have a brainstorming session. Using chart paper (or transparencies and an overhead), have students list names of historical sites that may be found in North Carolina.
2. Generate a list of questions for the student groups to use as an organizer as they conduct research on their historical site. (For example, *why is this historical site important?*)
3. Divide the students into cooperative groups (3-4 students per group) and assign one historical site to each group. One student will be the leader, one the researcher, one the recorder, and one the group reporter. The group leader could be responsible for organizing and directing team activities. The group researcher could be responsible for locating materials for the group paragraph. The recorder would take notes and the reporter would summarize and report activities to the teacher and/or the class.
4. Provide students with an opportunity to visit the media center and to use available resources in the classroom to answer the questions.

TERMS

word processing
find/search
replace
print
save
edit
delete

WORD PROCESSING

Notes:

Activity:

1. Direct students to use the answers to their questions to write a paragraph about their historical site in their groups. Tell them that they should use the words "NC" at least twice in their paragraph.
2. Instruct student groups to do peer editing and make corrections to the paragraphs.
3. Direct each student to enter the group paragraph and save it on a diskette. One alternative would be to have the recorder enter the paragraph and let students save it to individual diskettes.
4. Have students change every "NC" to "North Carolina" in the paragraph, save, then print the paragraph.
5. Have students (in cooperative groups) mark on the NC map the location of their historical site.
6. Have students present reports to the class on each group's historical site.

Extensions/ Alternatives:

1. Have students create individual maps in addition to the class map (using a computer graphics program or drawing a map by hand).
2. Have student teams create a class report telling about several of the historical sites, using word processing software.
3. Have students illustrate and bind group reports in a class notebook on NC historical sites.
4. Provide students the opportunity to communicate (via mail and/or telecomputing) with students in schools near the historical sites researched.
5. Have students write for additional information from the Chamber of Commerce in the cities of historical sites.
6. Choose other topics (e.g., NC symbols, NC events, famous people, sports figures) to research.

Measure

Using a word processing program, have pairs of students load the paragraph on a North Carolina historical site. Using the functions of their word processor, direct students to replace each "NC" with "North Carolina." Monitor students' performance as they use arrow keys and delete or find/search and replace functions to change the words "NC" to "North Carolina" their paragraph. Reteach "editing skills" and provide additional practice for those students experiencing difficulty.

Bulletin Board:

Eyes on North Carolina

Directions: Read each paragraph below. Change each "NC" to "North Carolina."

Brunswick, NC

The port of Brunswick is located on the lower Cape Fear in NC. It has been closed for over a hundred years. With the help of trained archaeologists, a number of house and building foundations have been uncovered. A Visitor Center-Museum is filled with many artifacts. The Center opened April 23, 1967 at Brunswick Town State Historic Site in NC.

Reed Gold Mine

The Reed Gold Mine is a NC historic site. The Reed Gold Mine is located in Stanfield, NC. The Visitor Center is open Tuesdays through Sunday. The Reed Gold Mine is the site of the first authenticated gold find in the United States. The gold was found on a farm owned by John Reed. It led to an extensive mining operation. NC was a leader in gold production until 1848 when California took the lead.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

4

Title: Newspaper Activity: Social Needs
Grade: 4
Competency 2.3: Use a word processing program to enter a paragraph into the computer and print it.
Measure 2.3.1: Given a writing prompt, compose a paragraph. Using word processing software, enter and edit it, then save and print it.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

2.3 The learner will apply, extend, and expand on information and concepts.

4.1 The learner will respond to personal situations and events in selections and to personal situations and events.

Computer Skills (Gr. 4)
2.3 Use a word processing program to enter a paragraph into the computer and print it.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Social Studies (Gr. 4)
7.2 Explain how the people of North Carolina meet their social needs through family life, education, religion, and other cultural activities.

Materials Needed: Local newspapers, scissors, writing materials, computer, printer with paper, word processing software, chart paper and markers (or computer with LCD palette, overhead projector, and word processing program).

Time: Two to three class periods, 30-40 minutes each.

Activities

Pre-Activities:
1. Discuss the concept of social needs (i.e., religious activities, family activities) with the students.
2. Identify ways that people meet their social needs in NC (e.g., NC State Fair).
3. Develop categories of social needs and post list of social needs on chart paper or bulletin board.

Activity:
1. Divide class into cooperative learning groups of 3-4 persons.
2. Have students look for listings of NC cultural activities in the newspaper and cut out articles, in their groups.
3. Have each student choose an event and write a descriptive paragraph about the event. Tell students: *Now that you have chosen a cultural activity, write an explanation of how this event might meet social needs of some members of our community. Be sure to describe how this need fits with the categories that were identified earlier and posted on chart paper (or bulletin board).*
4. Instruct students to enter a draft of their paragraphs into the computer, save them, and then print a copy.
5. Have students edit and revise their paragraphs, in their cooperative learning groups.
6. Have students enter revisions, save them, and then print a copy of the revised paragraph.

Follow-up Activity:
1. Have students illustrate their work using computer programs or by hand.
2. Provide an opportunity for individual students to share their illustrations with their classmates. (You may wish to have a few students share each day.)

Extension:
1. Students make a computer poster or advertisement for their favorite NC cultural event. Students share their favorite NC cultural event and how that event meets a social need for them (example, the NC State Fair).
2. Students use computer software to help create a chart of NC cultural activities listed in the newspaper for a week. Students discuss their

TERMS

word processing
file
print
save
retrieve
edit

WORD PROCESSING

BEST COPY AVAILABLE

Notes:

findings in class in small groups.

3. Students describe their work on this activity in a class computer journal.

Measure

Prompt students to individually choose an event (performance/cultural activity) and to describe how this event meets the social needs of some community members. Using word processing software and a computer, each student enters a draft of a paragraph from the writing prompt (*How does this event meet a social need?*). Each student edits, saves, and then prints the paragraph.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

5

Title: Leisurely Yours
Grade: 5
Competency 3.1: Use a word processing program to publish a report that contains centering, tabs, and more than one paragraph.
Measure 3.1.2: Prepare a news report with at least three paragraphs on a recent school event to be telecomputed or mailed to a school in another state.

Objectives Addressed by This Lesson

Communication Skills (Gr. 5)
2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 5)
3.1 Use a word processing program to publish a report that contains centering, tabs, and more than one paragraph.

3.2 Use telecomputing hardware and software to communicate with a distant computer or an on-line service.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Mathematics (Gr. 5)
6.2 Systematically collect, organize, appropriately display and interpret data both orally and in writing using information from

Materials Needed: Graphing software (MECC Graph, E-Z Graph II or similar substitute) or an integrated package (ClarisWorks, Microsoft Works, Appleworks, or similar substitute), word processing software and computer with printer. For telecomputing (optional): compatible modem, telecommunications software, phone line, computer; *Leisurely Yours* worksheet and data diskette (included).

People Resources: Fifth grade classes in your school and at least one fifth grade class from another state for data sharing. Announce this activity as a fifth grade project in your school.

Time: One week for data collection (outside of class); 2 sessions (30-40 minutes) to compile and analyze data; one session (30-40 minutes) to graph data; one session (10-15 minutes) to share data on-line with partner class.

Activities

Pre-Activities:

1. Tell students that they will be keeping a log to see how they spend their leisure time and will share data with their partner class.
2. Pass out the log sheet and discuss how to complete.
3. Remind students daily to complete their sheets in school and at home.
4. Tell students to return their logs to class at the end of the week.

Teacher Preparation

1. Identify a collaborative partner with whom the class will share information. You will need to establish with all teachers how data will be shared:
   - among teachers in your school
   - between the two cooperating schools
2. Develop a format with categories for keeping the log (or use the sample log sheet). The same data categories and time format (minutes or hours) should be used in each class. This simplifies comparing results.
3. Develop an introductory activity with the partner teacher. This could take the form of sharing some pictures of the school and writing about school activities and events.
4. Decide when the classes will telecommunicate their reports or mail them to the partner class. (This activity is more interesting if several classes do it from both sites.)

Activity:

1. Students complete a log of leisure time. (Sample log sheet attached.)
2. Students compile survey data (after a specified amount of time):
   - average time per day for each student spent on

TERMS

word processing
editing
graphing
telecomputing

WORD PROCESSING

BEST COPY AVAILABLE

Notes:

leisure time activities (calculated by averaging daily amount of time spent on all leisure activities, then averaged for the week)
- class averages of time spent on each activity
- fraction of the day spent in each activity

4. Each student makes an appropriate graph of his/her data.
4. Students work collaboratively to create a class graph using all data.
5. Students compare and analyze graphs during small group activities.
6. Students prepare reports of their findings using at least three paragraphs, centering, and tabs.
7. Use (indivdually) the *Leisurely Yours* activity (on diskette) in the computer lab to practice using tabs, and centering.

Measure

Students should use the information gathered from the logs on school events and "free time" school activities to prepare a news report of three paragraphs on their fifth grade project. This report should include how other students were involved at their school site and how they shared the information at their school. Have the students prepare news reports by groups to be shared via mail or telecomputing.

Suggested Online Transmissions: A minimum of three.

1. Introduce the class to their partner class.
2. Confirm that the survey has been completed.
3. Exchange information.

Follow-Up/Extension:

1. Have students discuss results and decide whether they should be using leisure time in different ways.
2. Do this project in the fall, winter, and again, in the spring to see if the amount of time students spend in leisure time activities varies according to the season.

Leisurely Yours

How do you spend your leisure time? Which activity do you do most often? How does what you do in your leisure time affect your schoolwork? *(Answer on the back of this sheet).*

Keep track of how you spend your leisure time for one week by filling in the form.

Time kept in minutes ☐ Hours ☐

		Watching TV	Playing Video Games	Engaged In Sports	School Events (i.e., games)	"Free Time" School Activities	Other
Day One							
Day Two							
Day Three							
Day Four							
Day Five							
Day Six							
Day Seven							
Notes							

Leisurely Yours

Directions: Read the article below. Correct the misspelled words and punctuation. Center the title of the article and indent each paragraph. Save and print your work.

survey at anytown middle school

Students at anytown have been busy doing a survey. this survey is a study of what students do with their free time. anytown students found that fitfh graders spend most of their time playing video games.

the students at anytown are making graphs of their surveys. they plan to telecompute them to a class in mexico and a class in canada. they are very excited about thas project.

The correct paragraph is written below.

Survey at Anytown Middle School

Students at Anytown have been busy doing a survey. This survey is a study of what students do with their free time. Anytown students found that fifth graders spend most of their time playing video games.

The students at Anytown are making graphs of their surveys. They plan to telecompute them to a class in Mexico and a class in Canada. They are very excited about this project.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

5

Title: What's Wrong with this Tale?
Grade: 5
Competency 2.1: Use a word processing program to copy and move text.
Measure 2.1.1: Given a word processed story with paragraphs out of sequence, use move commands or techniques to correctly arrange the story.

Materials Needed: Books with folk tales from U.S., Canada, and Latin America; computers with word processing program; *What's Wrong with this Tale?* data diskette (included, optional activity).

Time: Three, forty- five minute sessions.

Activities

Pre-Activities:
With the Media Professional
1. Identify appropriate materials and a time for children to come to the library to choose books.
2. Ask the media professional to give an overview of folk tales and their importance in cultures.

Teacher Preparation
1. Divide class into cooperative learning groups of three to four students.
2. Prepare a data diskette with a summary of a folk tale and move paragraphs out of sequence.
3. Prepare a sufficient number of diskettes for student use in the lab.

Activity:
1. Have children get into their assigned groups.
2. Tell students that they will be studying folk tales from Latin America, Canada, and the United States.
3. Give students time to identify the country they will use to choose their folk tale, based on available media and classroom resources.
4. Take children to the library and have them choose their books.
5. Give students an opportunity to read their tales in class and to write on the computer a group summary of their tales. Save and print the summary.
6. Provide an opportunity for children to share their folk tales with others.
7. Direct student groups to scramble their summaries by moving sentences or paragraphs out of sequence, print, and save under a different file name (*Mixed-Up Tale*).
8. Exchange files of the scrambled summaries. Have students load (*Mixed-Up Tale*) from another group and use copy and move functions to put the tale in order. Then, have them print the story and compare to the original.

Extensions:
1. Identify another class and exchange folk tale summaries via telecomputing.
2. Have students change the ending of the folk tale and share with peers.

TERMS
word processing
copy
move
edit
save

Objectives Addressed by This Lesson

Communication Skills
2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will apply, extend, and expand on information and concepts.

4.1 The learner will respond to personal situations and events in selections and to personal situations and events.

Computer Skills (Gr. 5)
2.1 Use a word processing program to copy and move text.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Social Studies (Gr. 5)
7.2 Cite examples of the people of the United States, Canada, and Latin America meeting their social needs through family life, education, religion, and other cultural activities.

WORD PROCESSING

BEST COPY AVAILABLE

Notes:

3. Compare similarities and differences between American folk tales and those of Latin America or Canada.

Measure

Using a word processing program, have students load a copy of a folk tale that is out of sequence (or use *Goldilocks and the Three Bears*, provided on diskette). Instruct students to use move commands or techniques to correctly arrange the story. Monitor students and provide additional instruction and practice for those having difficulty. (Students should have the opportunity to review the correct sequence of *Goldilocks and the Three Bears*.)

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

5

Objectives Addressed by This Lesson

Communication Skills:
1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

3.1 The learner will assess the validity and accuracy of information and ideas.

Computer Skills: Gr. 5
3.1 Use a word processing program to publish a report that contains centering, tabs, and more than one paragraph.

Information Skills:
1.1 The learner will explore reading, listening, and viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Science Skills: Gr. 5
2.4 Demonstrate the ability to communicate.

2.9 Demonstrate the ability to interpret data.

Title: Whale of a Tale
Grade: 5
Competency 3.1: Use a word processing program to publish a report that contains centering, tabs, and more than one paragraph.
Measure 3.1.1: Use a word processing program to type, edit, and publish a report on mammals. Center the title of the report.

Materials Needed: Print and video resources about whales; electronic encyclopedia (optional; computer with word processing software and printer; chart paper, blackboard, overhead and transparencies or computer with LCD palette and overhead; *Whales Research Guide* worksheet (included); *Voyage of the Mimi* (optional).

Time: One to three, 45 minute sessions in media center; two to three, 30 minute sessions in computer lab; one to three, 30 minute classroom sessions.

Activities

Pre-activities:

With the Media Professional:

1. Review lesson plans and divide teaching responsibilities.
2. Determine what resources are available and establish timelines.
3. Secure other resources as necessary.

Teacher Preparation

1. Assign students a whale or let them choose one, based on resources available.
2. Provide a format for students to use for notetaking. (See attached sample.)
3. Provide time for at least two activities/follow-up activities that require report writings so that one may be used for the measure. As an alternative, have students save a draft of the whale report. Use one copy for guided practice in editing, use of tabs, and centering. Use the other copy for independent practice and final publishing.

Activity:

1. Tell students that they will be researching whales.
2. Introduce the research guide on whales sheet to the students, using a computer and LCD palette or transparencies. Discuss the kinds of information they should collect.
3. Pass out the research guide on whales and explain that the guide will be used for taking notes. Students should write the name of their assigned whale on the research guide. (You may wish to distribute this sheet in the classroom and provide extra time for students to ask questions.)
4. Help students use accessing skills to gather their information, with the media professional and teacher working cooperatively to assist students.
5. Compose a computer draft of the report containing more than one paragraph on the computer, using tabs and centering.
6. Provide opportunities for peer and teacher editing of the draft.
7. Provide opportunities for final publishing and sharing of reports in class.

TERMS

desktop publishing
edit
tabs
centering
word processing

WORD PROCESSING

Notes:

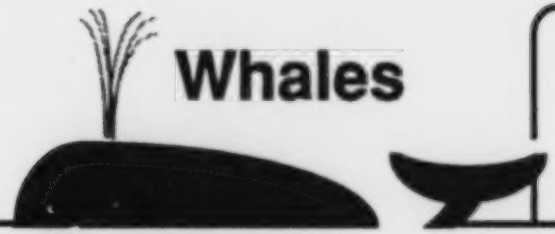
Follow-up/Enrichment Activities:

1. View selected segments of *Voyage of the Mimi* to learn more about whales. Write a brief summary using the computer. Include a summary which should be centered and use tabs to indent the paragraphs.
2. Develop a report on migration patterns of whales, using a computer. Use tabs to indent paragraphs and center the title.
3. Chart migration patterns of different kinds of whales. Use computer software to create part or all of the chart.
4. Develop a chart on uses of whale by-products.
5. Examine the environmental impact of whaling.
6. Create video-taped public service messages for the protection of whales and other endangered species.
7. Collect information about other endangered species using telecommunications and on-line bulletin boards. Use a word processing program and a computer to publish a flyer, summarizing findings on other endangered species. Use centering and tabs when necessary.
8. Compare whales to dolphins and porpoises and use the computer to write and publish a brief report. Center the title and use tabs to indent the paragraphs.

Measure

Provide students with time to key in their reports using a word processing program. Require students to center the title of their reports and to indent paragraphs using tabs. Provide opportunities for peer and teacher editing. Have students print a final copy of their reports for display.

Whales



Select a whale and complete each box to describe your whale.

My **is a_____whale.**

Describe your whale's habitat.

Describe the babies of your whale.

Describe your whale:

Shape

Size

Color

Describe the sound a whale makes.

What does your whale eat?

Does your whale have any enemies?

What is special about your whale?

Draw a picture of your whale.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

5

Title: Heritage: Reaching into the Past
Grade: 5
Competency 2.1: Use a word processing program to copy and move text.
Measure 2.1.2: Given a story using dialog and a list of student names, use the copy or move function to place a name with each quote to personalize the story.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 5)
2.1 Use a word processing program to copy and move text.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Social Studies (Gr. 5)
12.1 Identify people, symbols, and events associated with the heritage of the United States, Canada, and Latin America.

Materials Needed: Reference materials found in the media center; computer with word processing software; chart paper or transparencies and overhead projector; *Reaching into the Past* data diskette (included).

Time: One, 30-40 minute session in the classroom; one, 30-40 minute session in the media center; one to two, 30-40 minute session(s) in the computer lab.

Activities

Pre-Activities

Teacher Preparation

1. Obtain a sufficient number of diskettes for students to use in the computer lab.
2. Prepare multiple data diskettes for the *Reaching Into the Past* activity or plan how the file will be loaded during computer time (if you choose to use this activity). You may wish to create a word processing data file related to literature being read in class. Students could substitute their names for the characters in the story.

With the Media Professional

1. Review the lesson plan activities.
2. Identify resources and discuss the best way to find the types of information requested.
3. Assist students as necessary with their research.

With the students

1. Have a brainstorming session: Using chart paper (or transparencies and an overhead), have students list names of famous people from the United States, Canada, or Latin America.
2. Help students to generate a list of questions for the groups to answer.
3. Divide the students into cooperative groups (4 students per group) and assign one historical person to each group. One student will be the leader, one the researcher, one the recorder, and one the group reporter. The research should be focused on an important event in the historical person's life. (You may wish to add other historical people to the list so that all three countries are represented. You may also wish to give students a choice concerning the person to research.)
4. Provide students with an opportunity to visit the media center and to use all available resources to answer the research questions.
5. Provide instruction on the use of copy or move functions of the word processing software your students will use. Provide guided practice by having students match fairy tale characters to quotations using the word processing data file provided or a similar substitute. (You will need

TERMS

word processing
find
copy
print
save
edit
move

WORD PROCESSING

Notes:

to decide whether students should do this activity before the research or before they work on their skits on computer.)

Activity:

1. Have the students (in cooperative groups) use the information collected, to create a short play or skit about the event, using dialog between the characters.
2. Have students to individually change one character's name to their name, using copy or move functions.
3. Instruct students to work collaboratively (2-3 per group) to do peer editing and make corrections to the paragraphs.
4. Instruct each student to use word processing software and the computer to enter the group skit or play, then save it on an individual diskette.
5. Provide independent practice of copy and move functions by having students use the *Reaching Into the Past* activity (on diskette) in the computer lab.

Follow-up:

1. Have students role play their historical event based on the skit/play written.
2. Have students write a story, using dialog, about life during this historical period.

Extension:

Develop a student data disk or template of famous quotations or events based on the period of history being studied. Students match famous quotations with the person's name or historical events with its description. Students use copy or move functions to complete the matching activities, save, and print their work.

Measure

Using a word processing program, have students load their historical stories (or one that you have written). Using the functions of their word processor, direct students to personalize the story by adding dialog and using names of classmates. Monitor student performance as they use copy and move functions to personalize their stories. Reteach "copy" or "move" functions as necessary. Provide additional practice for students experiencing difficulties.

Reaching Into the Past

Directions: This activity is to help you practice using copy and move functions. Listed below are a few quotes from characters from fairy tales. Use copy or move functions to match the character to the quote.

Quotes

1. "And I'll huff and I'll puff and I'll blow your house in..." -
2. "Someone's been tasting my porridge and ate it all up..."-
3. "Fee-fi-fo-fum, I smell the blood of an Englishman..."-
4. "Let me try it (the glass slipper) on..."-

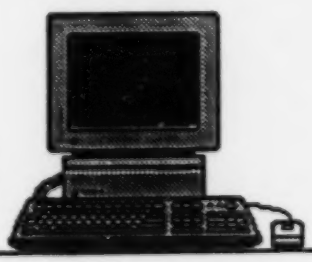
Story characters

A. The giant (Jack and the Beanstalk)

B. Cinderella (Cinderella)

C. The Big Bad Wolf (The Three Little Pigs)

D. Baby Bear (The Three Bears)



ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

6

Title: Check it Out!
Grade: 6
Competency 2.1: Identify the function of word processing utilities (e.g., spell checker, electronic thesaurus, grammar checker, outliner).
Measure 2.1.1: Given a list of situations, identify which word processing utilities (e.g., spell checker, electronic thesaurus, grammar checker, outliner) would be appropriate to use for each situation.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 6)
2.1 Identify the function of word processing utilities (e.g., spell checker, electronic thesaurus, grammar checker, outliner).

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Materials Needed: Overhead with teacher-made transparencies or computer, word processing software, large screen monitor or LCD palette with overhead projector; grade appropriate work samples that have not been edited (preferably from another class); word processing software with special utility functions (optional); *Check it Out!* worksheet and data diskette (included).

Time: One to two, 40 minute session(s).

Activities

Pre-Activity:
Teacher Preparation

Select/prepare a passage to use with an LCD palette/large monitor or on transparencies. The passage should contain grammar and spelling errors appropriate for this level student. It is suggested that the passage be related to a topic they are studying. Suggestion: Use errors that are fairly obvious.

Activity:

1. Direct students to read the passage that is presented on the LCD palette, overhead or large screen monitor.
2. Have students identify errors in the passage.
3. Ask students to identify which classroom resource they might use to help them correct the errors (dictionary, thesaurus, book on frequently misspelled words, etc.).
4. Tell students that certain word processing programs can provide this assistance as well.
5. Demonstrate the use of these functions using word processing software (optional, but strongly suggested).
6. Review the use of outlining and discuss why an electronic outlining function might be helpful.
7. Demonstrate the use of an outlining function using the computer and large screen monitor or LCD panel and overhead (optional).

Follow-up/Extension Activities:

1. Have students choose one or two pieces of their recently edited work. Have them identify which word processor special utilities could help them complete their editing.
2. Have them share their ideas with a partner.
3. Have students (in pairs or individually) use the *Check it Out!* activity (on diskette) to practice their editing skills.

TERMS

word processing
spell checker
electronic thesaurus
outliner
grammar checker

WORD PROCESSING

Notes:

4. Have students use various word processing utilities to improve their own written assignments on an on-going basis.

Measure

Pass out the worksheet. Have students read the directions. Have students complete the worksheet which requires students to identify the appropriate special utility function with the situation described. The teacher should reteach as necessary and provide additional practice for students experiencing difficulty.

Title: Check it Out!
Grade: 6
Competency 2.1: Identify the function of word processing utilities (e.g., spell checker, electronic thesaurus, grammar checker, outliner).
Measure 2.1.1: Given a list of situations, identify which word processing utilities (e.g., spell checker, electronic thesaurus, grammar checker, outliner) would be appropriate to use for each situation.

Student Name: _____ **Date:** _____

Directions: For each situation below, write the special word processing utility that could be used to assist in editing. You may use a term more than once. You may need to use more than one utility per situation.

Terms: electronic thesaurus, spell checker, outliner, grammar checker

1. The girl was very angry. *Find a synonym for angry.*

   _____

2. Seperate the blue socks from the green socks. *Seperate may not be spelled correctly.*

   _____

3. The dog was very lazy. *Find an antonym for lazy.*

   _____

4. Sarah has a report due on mammals in three weeks. She has all of her information and needs to develop a format for her report. She wants to use the word processor to help her to organize the information. *Which utility (utilities) would be most helpful?*

   _____

5. Roger has difficulty with subject - verb agreement and some difficulty with spelling. He has a twenty-page report on pollution due tommorrow. *Which utility (utilities) would be most helpful?*

   _____

Check it Out!

Directions: The paragraph below has spelling, capitalization, and punctuation errors. Read the paragraph then correct each error. Save and print a copy of your work.

making a peanut butter sandwich

the firt thing that you nede to do is to get the peanut butter, the braed, a kife, and a plate for your sandwich. Open the paenut butter. put two slices of breade on the plete. spread some peant butter on the bread. if yuo like jelly, put some jelly on the bread too. close the two pieces of bread together to maeke a sandwich. cut the sandwich in half. get a glass of milk and enjoy this great snack.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

7

Title: Production Time
Grade: 7
Competency 2.1: Identify terms related to computer-generated productions (e.g., desktop publishing, WYSIWYG, clip art, hypertext, multimedia, laserdisc, CD-ROM, VCR, scanners, camcorders).
Measure 2.1.1: Given a chart of various computer-generated production terms, label the terms as text, video, audio, or graphics.

Materials Needed: Collection of various desktop published materials including magazines, student reports, school and local newspapers; pictures of camcorders, laserdiscs, CD-ROM, scanners, etc. (or the actual device); teacher-made videotape created using a computer and a camcorder (for example, using *VCR Companion* and a camcorder to capture student reports).

Time: Three, 45 minute sessions in class; field trip times will vary.

Activities

Pre-Activities:

Teacher Preparation

1. Collect pictures and/or the equipment to be used for these lessons.
2. Plan classroom visit(s) and/or field trip(s) with the appropriate persons.

With the Students

1. Divide students into cooperative groups of three to four students for the activities.
2. Discuss and show examples of different types of printed media and the types of equipment that may have been used to create each example.
3. Conduct a tour of a desktop publishing center in a school or central office or a visit to a local newspaper. Give students the opportunity to ask questions and see as much production as possible.
4. Take a field trip to a classroom where camcorders and computers are being used to develop a tape or show videotape of a video that was produced using a computer and a camcorder. If equipment is available, demonstrate use in class.

Activity:

1. Provide a classroom or media center experience where students have the opportunity to observe and review different types of print media, computer productions, and videotapes, arranged in centers.
2. Give students the opportunity to visit each center. Have students identify the types of media that they think was used to create the materials.

TERMS

desktop publishing
clip art
hypertext
multimedia
laserdisc
CD-ROM
VCR
scanners
camcorders
HyperCard/LinkWay/
HyperStudio
QuickTime
VCR Companion
Slide Shop

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 7)
2.1 Identify terms related to computer-generated productions (e.g., desktop publishing, WYSIWYG, clip art, hypertext, multimedia, laserdisc, CD-ROM, VCR, scanners, camcorders).

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

WORD PROCESSING

Notes:

3. Discuss student observations about the different types of media at each of the centers.
4. Students should define terms: desktop publishing, clip art, hypertext, multimedia, laserdisc, CD-ROM, VCR, scanners, camcorders (see worksheet).

Follow-up Activity/Extensions:

1. Have students use at least one of these types of production media (i.e., laserdisc, VCR, CD-ROM) for a class presentation.

2. Plan a school-wide media fair providing an opportunity for students to share different types of media that they have created.

Measure

Pass out the worksheet. Have students read the directions. Have students complete the worksheet which requires students to define the computer-generated terms then label each term as text, audio, video, or graphics. The teacher should reteach as necessary for those items which are still confusing to students and provide additional practice activities.

Student Name:	Directions: Beside each term, write a brief definition. Label each term as text, audio, video, or graphics.	
Computer Generated Production Terms	Definition	Label as: Text Audio Video Graphics
DESKTOP PUBLISHING		
VCR		
WYSIWYG		
CLIP ART		
SCANNERS		
HYPERTEXT		
CD-ROM		
MULTIMEDIA		
LASERDISC		

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

7

Objectives Addressed by This Lesson

Communications Skills
1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

3.1 The learner will assess the validity and accuracy of information and ideas.

Computer Skills (Gr. 7)
2.1 Describe the advantages of using computers to generate various types of productions.

3.1 Use a word processing program to publish a report that contains centering, tabs, and more than one paragraph.

Information Skills
1.1 The learner will explore reading, listening, viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Title: School Lab
Grade: 7
Competency 2.1: Describe the advantages of using computers to generate various types of productions.
Measure 2.2.2: Using a word processing program, write a persuasive paper to convince the school principal to purchase hardware and software for a school desktop publishing lab.

Materials/Resources: Word processing software, computers with printers; *School Lab* data diskette (included); access to a school publishing lab; access to someone involved in desktop publishing.

Time: Two to three class periods; time in the lab to complete persuasive paper.

Pre-Activities:
With the Students

1. Review how to write a persuasive essay.
2. Have students practice their editing skills by correcting capitalization and punctuation errors on the *School Lab* data file. Then, have students write a persuasive essay on a given topic to provide practice.
3. Plan a trip to a school that has a desktop publishing lab or to a local newspaper office. If this is not possible, invite a desktop publishing professional to visit and do a brief presentation to the class.

Activity:

1. Visit a desktop publishing lab or listen to a presentation by a desktop publishing professional.
2. Have students (in small groups) discuss the kinds of equipment and software that they think is essential for a desktop publishing lab at their school.
3. Give students an opportunity to share their ideas with others in the class.
4. Give students an opportunity to use these brainstorming sessions to develop an outline for a persuasive paper for purchasing hardware and software for a word processing or desktop publishing lab.

Enrichment/ Follow-up:
If the school does not have a desktop publishing lab, provide students with the opportunity to present their papers to their principal or to the local parent teacher association.

TERMS

desktop publishing
clip art
scanner
laser printer

Measure
Students should bring their brainstorming ideas and/or outlines with them to the computer lab. Students should write a draft of a persuasive paper explaining the need for a desktop publishing lab in their school (or to add additional equipment or software to an existing lab). Students should be given opportunities for peer editing and for final publishing of their papers. Teachers should reteach and provide additional practice for those students experiencing difficulty with this assignment.

School Lab

Directions #1: The paragraph listed below needs to be corrected. Edit this paragraph by correcting spelling and punctuation. You should also center the title of the paragraph and indent the first word of the paragraph..

why we need a desktop publishing lab in our shcool

If we had a desktop publishing lab we could do a lot of things in our classes. It would be nice if all classes know aboutthe activities taking place in our shcool. we could have a shool newpaper if we had a desktop publishing lab. this could halp us improve our writing skills too.

Directions #2: Write a persuasive essay on a topic of your choice or a topic given by your teacher. Some possible topics:

1. Students should (should not) be allowed to turn in late work without penalty.
2. Students should (should not) be allowed to sell candy to raise money for school clubs during the school day.
3. The school system should (should not) provide late buses so that students can participate in after school activities.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

7

Title: News Flash
Grade: 7
Competency 2.2: Describe the advantages of using computers to generate various types of productions.
Measure 2.2.1: Describe advantages of producing a school newspaper with a computer.

Objectives Addressed by This Lesson

Communication Skills
2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 7)
1.1 Identify the role of technology in a variety of careers.

2.2 Describe the advantages of using computers to generate various types of productions.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Materials Needed: Examples of various newspapers including ones from school (try to get one from elementary, middle, and secondary levels); chart paper, markers; computer, printer, and software for desktop publishing to produce newspaper (optional).

People Resources: Journalists from the local paper and/or field trip to local paper; journalists from the middle school newspaper.

Time: One session (30-40 minutes) in classroom; one visit to local newspaper (optional); additional time to produce newspaper (optional).

Activities

Pre-Activities:

With the Students

1. Tell students that they will be responsible for a short, group presentation of the advantages of using a computer to produce the school newspaper. To help them prepare, they will have guest speakers and a trip to the newspaper.
2. Ask students to prepare a short list of questions (2-4) to ask the guest journalists after the presentation and a short list of questions to ask newspaper professionals on the field trip.

Teacher Preparation

1. Arrange to have news journalists come to the classroom for a presentation and makes arrangements for a field trip to the local newspaper.
2. Divide students into cooperative teams of 4-5 students for group work.

Activity:

1. Divide the students into 4-5 person teams.
2. Have students assign a recorder in the group to record the main ideas from the guest journalist's presentation. (Other roles may be assigned as necessary).
3. Provide each group with an opportunity to ask group questions.
4. Remind students to record pertinent information and provide an opportunity for them to ask questions during the field trip.
5. Provide students with the opportunity to meet in their cooperative groups to discuss what they learned.
6. Instruct student groups to make a list of the advantages of a newspaper created by the computer.

TERMS

desktop publishing
editing
layout

Follow-up Activity/Extension:

1. Provide opportunities for students to design posters illustrating the advantages of using a computer for newspaper

WORD PROCESSING

Notes:

productions.

2. Have a class discussion on whether there are disadvantages to producing a newspaper using a computer.
3. Do a class newspaper on the computer (preferably with desktop publishing software).

Measure

Have students get into their assigned groups and prepare a 3-5 minute presentation of the advantages of using a computer to produce a school newspaper. Provide student groups the opportunity to present their oral reports.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

7

Title: Hurricanes
Grade: 7
Competency 2.1: Identify terms related to computer-generated productions (e.g., desktop publishing, WYSIWYG, clip art, hypertext, multimedia, laserdisc, CD-ROM, VCR, scanners, camcorders).
Measure 2.1.2: Given a report topic, use a word processing program to write a paper describing ways a computer could be used to create and present the report.

Materials Needed: Computers with word processing software and printer.

Time: Two, 45 minute sessions in class; two to three sessions in the computer lab; additional time for research for reports.

Activities

Pre-Activities:

With the Media Professional

1. Identify and locate appropriate resources for the reports.
2. Assign various roles to the media professional and the classroom teacher to work with the students.
3. Develop a mutually convenient timeline to carry out the activities.

With the Students

1. Teach the lesson, *Production Time*, before beginning the activities in this lesson.
2. Provide an overview of the lesson activities.
3. Divide the students into cooperative groups of 3-5 students.

Activity 1:

1. As a class, discuss different ways that reports can be created and presented to others. This should include formats that students have used in the past as well as ones that they only know about (but haven't used).
2. Assign cooperative teams a specified piece of equipment (i.e., laserdisc, CD-ROM, scanner, etc.). The team should discuss ways that this equipment could be used to help create or present a report.
3. Each cooperative team should present the piece of equipment to the class.

Activity 2:

1. Tell students that they will now have the opportunity to create their "dream report."
2. Assign students the topic "Hurricanes."
3. Have students think about this topic and ways that they could create and present the information.
4. Provide time for students to begin an outline or draft of a paper describing the ways they could create and present a report on hurricanes using computers.

TERMS

desktop publishing
clip art
hypertext
multimedia
laserdisc
CD-ROM
VCR
scanners
camcorders

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 7)
2.1 Identify terms related to computer-generated productions (e.g., desktop publishing, WYSIWYG, clip art, hypertext, multimedia, laserdisc, CD-ROM, VCR, scanners, camcorders).

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Science (Gr. 7)
2.4 Demonstrate the ability to communicate.

5.2 Investigate the interaction of solar energy with the atmosphere and its effect on weather systems, seasons, and climates.

WORD PROCESSING

Notes:

Follow-up/Extension:
Do a report on hurricanes or some other weather phenomenon, using some of the computer-generated production techniques available.

Measure
Students are given the topic "Hurricanes." Students use a word processing program to write a paper describing how they could create and present a report about hurricanes using a computer.

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

7

Objectives Addressed by This Lesson

Communications Skills
1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

3.1 The learner will assess the validity and accuracy of information and ideas.

Computer Skills (Gr. 7)
2.2 Describe the advantages of using computers to generate various types of productions.

Information Skills
1.1 The learner will explore reading, listening, viewing sources and formats.

Title: Computer-generated Effects
Grade: 7
Competency 2.2: Describe the advantages for using computers to generate various types of productions.
Measure 2.23: Upon viewing segments of a video (e.g., Star Wars, Tron, or Star Trek), describe computer-generated effects used in the video.

Materials: VCR and large screen monitor; commercials, a movie or video segments containing computer-generated effects (*Beauty and the Beast, Deep Space Nine, Jurassic Park, Aladdin*); Computer-generated Effects worksheet (included).

Time: One-two class periods.

Pre-Activity:

Teacher Preparation

1. Obtain and preview two or more videos or video segments containing computer-generated effects to use with the class.
2. Check with your media professional if you have questions related to copyright.

Activity:

1. Discuss the term computer-generated effects with the students.
2. Show a segment (s) of video containing computer-generated effects.
3. Have students identify the ones found in the video segment.
4. Have students identify some computer-generated effects that they have seen in recent movies or on television.
5. Assign students a two to five day period to keep a log of television programs, movies or commercials that they watch. Students should also record the computer-generated effects observed in the program, movie, or commercial.
6. Provide class time for the students to share a few of the effects that they have found.

Enrichment/ Follow-up:

1. Have students tape a commercial that shows computer-generated effects and bring it to class to share with other students.
2. Take a field trip to a local television station to learn more about the types of computer-generated effects that are used. If possible, have one of the media professionals describe the types of training needed for this job.

Measure

Show students several video segments with computer-generated effects and have them list the effects in that portion of the video.

TERMS

computer-generated effects
animation
digitized effects
laser effects
cartoons
morphing
virtual reality

WORD PROCESSING

Computer Generated Effects *(Word Processing, Grade 7, Measure 2.2.3)*

Student Name:	**Date:**
Directions: Write a brief description of the computer generated effect that you observed.	

ANIMATION	*Name of Video/Video Segment:*
DIGITIZED EFFECTS	*Name of Video/Video Segment:*
LASER EFFECTS	*Name of Video/Video Segment:*
CARTOONS	*Name of Video/Video Segment:*
MORPHING	*Name of Video/Video Segment:*
VIRTUAL REALITY	*Name of Video/Video Segment:*
OTHER	*Name of Video/Video Segment:*
OTHER	*Name of Video/Video Segment:*

ISSUES
SKILLS
APPLICATION

Computer Skills Curriculum

8

Title: NC and the American Revolution, Lesson 1
Grade: 8
Competency 2.1: Revise word processed text to be a simple desktop published document.
Measure 2.1.1: Given a word processed file, change titles and selected text to bold style.

Materials Needed: Research materials on the American Revolution; computers with word processing software, printer, and data diskettes; copies of *NC and the American Revolution* data file (included, optional).

Time: One, 45 minute session in class; one-two sessions in the media center; two-three sessions in the computer lab.

Activities

Pre-Activities:

Teacher Preparation

1. Develop tentative plans and questions to discuss with the media professional.
2. Prepare/obtain data diskettes for students to use for their reports.
3. Prepare copies of *NC and the American Revolution* file on diskette (or similar substitute) to practice making text bold style.
4. Become familiar with the word processing software that students will be using.

With the Media Professional

1. Develop and discuss research topics.
2. Identify appropriate resources. Secure additional resources if necessary.
3. Identify roles and plan for student sessions in the media center.

With the Students

1. Divide students into cooperative groups.
2. Provide an overview of the activities and a timeline.
3. Demonstrate/review how to change text to bold text.
4. Have students use the *NC and the American Revolution* data file (or similar substitute) with their word processing software to practice changing text to bold text.

Activity:

1. Tell students that they will be working in groups to learn more about the significance of Revolutionary War battles fought in North Carolina and their effect on the outcome of the war in the colonies.
2. Assign each group a topic and provide time for the students to plan and delegate research responsibilities.
3. Help students to locate appropriate materials for their reports (with the media professional).
4. Provide opportunities for students to word process a draft of the report.
5. Provide students time for peer editing, revision, and sharing of reports. The original copy of the report file should be saved with file name battles.

TERMS

desktop publishing
fonts
styles
graphics

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 8)
2.1 Revise word processed text to be a simple desktop published document.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Social Studies (Gr. 8)
4.5 Cite the significance of Revolutionary War battles fought in North Carolina and their effect on the outcome of the war in other colonies.

Notes:

6. Change the title of the report to bold text.
7. Put the name of each battle in bold text. Save with file name **Bold.battles** and print.
8. Provide additional practice for students by using copies of other group reports. Students should use bold text for titles and appropriate subheadings.

Measure

Students should load the original copy of their group's report entitled **battles** into the word processor. Students should change the title and other specified text from normal to bold text. Teachers should reteach and provide additional practice for those students experiencing difficulty.

NC and the American Revolution, Lesson 1

Directions: This activity is designed to give you practice in bolding text. For each sentence, make the name of the battle bold text.

1. The Battle of Moore's Creek Bridge took place on February 27, 1776.
2. The Battle of Guilford was fought on March 15, 1781.
3. General Nathanael Greene was an important general in the Revolutionary War. Do you know what role he played in the Battle of Guilford?
4. Did you know that there was a major battle at Cowpens on January 17, 1781?
5. Did you know that there was a battle at Camden on August 16, 1780?

(Resources for information used for this activity came from World Book Encyclopedia and North Carolina Through Four Centuries by William Powell (The University of North Carolina Press, Chapel Hill, 1989).

Computer Skills Curriculum

8

Title: NC and the American Revolution, Lesson 2
Grade: 8
Competency 2.1: Revise word processed text to be a simple desktop published document.
Measure 2.1.2: Given a word processed file and a collection of clip art, rearrange the text to 'paste' the clip art selections, either by computer or by paper and tape/glue.

Objectives Addressed by This Lesson

Communication Skills
1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.3 The learner will apply, extend, and expand on information and concepts.

Computer Skills (Gr. 8)
2.1 Revise word processed text to be a simple desktop published document.

Information Skills
1.4 The learner will relate ideas and information to life experiences.

1.5 The learner will communicate reading, listening, and viewing experiences.

Social Studies (Gr. 8)
4.5 Cite the significance of Revolutionary War battles fought in North Carolina and their effect on the outcome of the war in other colonies.

Materials Needed: Research materials on the American Revolution; maps; computers with word processing software and printer; graphics package (i.e., MacPaint, MacDraw, ClarisWorks, Microsoft Works); clip art (on computer disk or print); student reports from *NC and the American Revolution, Lesson 1*.

TERMS

desktop publishing
fonts
styles
graphics
clip art

Time: One, 45 minute session in class; two sessions in the computer lab; one session in the media center.

Activities

Pre-Activities:

Teacher Preparation

1. Obtain clip art and a graphics package (if available) for student use.
2. Become familiar with the graphics package that students will use.
3. Become familiar with the process of "pasting" clip art into a word processing document.

With the Media Professional

1. Review lesson plans.
2. Identify appropriate resources for students to obtain maps for locating battles in NC.
3. Provide a time for students to review, copy, and/or check out resources.

With the Students

1. Provide an overview of the activities.
2. Teach lesson entitled *NC and the American Revolution, Lesson 1*.
3. Demonstrate/review the use of a graphics package.
4. Demonstrate and review how to "paste" a graphic into a word processing document (or how to format a document to make space for a printed picture that will be taped/glued into the document).
5. Provide students an opportunity to use a graphics package and to "paste" clip art into a word processing document.

Activity:

1. Tell students that they will be desktop publishing their American Revolution papers.
2. Each group is to draw (by hand or using a graphics package) an appropriate map showing the location of the battle that they researched.
3. Students should also identify appropriate clip art for their reports or make a drawing.

Measure

Students should load their research projects into the word processor. Students should add a map and appropriate clip art using their word processing package or rearrange text so that they can "paste" printed copies of the map and clip art by hand. Students should be given the opportunity to print a final copy of their reports or photocopy reports that were cut and pasted by hand.

animation: The design of making an object in such a way as to make it appear to have motion.

button: In hypermedia programs, as object or feature used to create links between different cards, to initiate other actions, or to reproduce sound. For example, a button can be created to send a message to a laserdisc player to run a video segment.

camcorder: A hand-held video camera.

card: In hypermedia programs, an electronic card that is used to store some type of data. Cards have different components used for information storage or actions. For example, a card might have a picture of a tiger, a button to press to hear sound, and text describing a tiger. Cards of information form a hypermedia stack.

CD-ROM: Stands for Compact Disk Read Only Memory. An optical disk that can only be read from and not written to.

centering: To place text horizontally or vertically in the middle of a page.

clip art: A series of picture files that are stored on a disk that can be "clipped" and pasted into a document.

computer generated effects: The use of a computer in making a film to create certain effects.

computer graphics: The creation, display, and storage of pictures with a computer.

copy: To highlight a section or whole document and leave it unaffected but make a duplicate and put it in another place.

cursor: A highlighted or bright sometimes blinking line or other mark that shows where the next letter or character will appear. Sometimes the cursor is a special picture or icon.

desktop publishing: A computerized layout program that integrates graphics and text to produce a professional looking document.

digitized effects: To change analog information into digital information that the computer can use to produce certain effects. For example, when a picture is scanned, the picture image is digitized. This means that the picture image is converted to a digital or numerical format.

edit: To change or make corrections in a document.

electronic thesaurus: A disk-based thesaurus for on-screen use.

field: In hypermedia, an object or area on a card or page where text is entered.

file: A word processing document.

font: A specific design for a set of letters and characters.

grammar checker: A software program that checks for possible grammar mistakes. Suggestions or corrections are often given.

graphing: A feature in a software program that allows numerical data to be interpreted as a graph or chart.

home row keys: The starting point for your hands when beginning to keyboard. The keys on the keyboard a, s, d, f, j, k, l, ; are home row keys.

HyperCard/HyperStudio/LinkWay: Authoring systems that allow for text, graphics, sound, animation, and other effects to be composed for a presentation or for organizing information; hypermedia.

hypermedia: A way (for users and programmers) to gather, organize, present, search and customize information from multimedia, databases, and other types of stored information. HyperCard, HyperStudio, and LinkWay are three examples of hypermedia programs. (See button, card, field.)

hypertext: "Active text" where one word is linked to another into a computer program; a type of indexing system. (See hypermedia, button, card, field.)

laserdisc: A disc that is recorded with sound and pictures and read on a laserdisc player by a laser beam.

laser printer: A printer that produces high quality images using a method similar to that of a photo copying machine.

layout: The physical placement of texts and graphics in a document.

load: To enter a program or file into a computer's memory.

morphing: Used to create exciting visuals and special effects in movies. A film image is scanned into the computer then changed by a graphics artist. This image is sometimes combined with images created on the computer and then integrated into a film clip to make effects that look real.

move: To rearrange text in a document.

multimedia: The merging of traditional computer creation with other media such as laserdisc, television, CD-ROM, sound and video.

outliner: A software program that will assist the user in producing an outline.

print: To produce a copy of the document onto paper, computer screen, or diskette.

retrieve: To load a file from a diskette or hard drive.

save: To store a file on diskette or hard drive for future use.

scanner: A peripheral device that converts text or pictures into bit-mapped data that is put into a computer. The digitized images can then be edited.

spell checker: Part of a word processing program that uses a disk-based dictionary to check and correct misspellings in documents.

tab key: A key on the keyboard that causes the cursor to jump to a specific place such as to indent paragraphs or make columns.

telecomputing: Sending information electronically across a distance using a computer and modem.

type styles: Features in a word processing program that allow for changes in the appearance of text such as bold, italics, and underlining.

virtual reality: A lifelike world that is created by a computer in which participants can become part of the action.

word processing: A process using a computer to input and edit text; a computer application that resembles typewriting but allows instant correction of errors, moving text to different locations, and other editing functions.

Primary source of definitions: Understanding Computers Through Applications (Student's Book and Teacher's Guide); Glencoe, Macmillan/McGraw-Hill.